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ABSTRACT

The purpose of this booklet is to provide information on what is known about standards for effective basic skills improvement programs to persons developing such programs, philosophies, standards, and strategies. It also provides access to current thinking by practicing professionals on standards for building effective programs to eligible applicants for Title II grants and contracts. The eight sections in the booklet contain a position paper on basic mathematical skills prepared by the National Council of Supervisors of Mathematics; a report of the Kansas City Coordinating Conference on Mathematics Issues, held in 1978; the standards for basic skills writing programs developed by the National Council of Teachers of English; guidelines for the professional preparation of reading teachers devised by the Professional Standards and Ethics Committee of the International Reading Association; a discussion of reading programs that work; a reading program assessment scale developed by Right to Read; and a flow chart for program assessment and planning from the "Right to Read Assessment and Planning Handbook." (FL)

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WHAT DO WE KNOW ABOUT STANDARDS FOR EFFECTIVE BASIC SKILLS PROGRAMS?

U.S. Department of Health, Education and Welfare
Office of Education
Basic Skills Improvement Program
August, 1979

CS502726

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Preface

The purpose of this booklet is to provide information on what is known about standards for effective basic skills improvement programs to persons developing basic skills improvement programs, philosophies, standards, and strategies. This booklet will provide to eligible applicants of Title II grants and contracts access to current thinking by practicing professionals in the field on standards for effective basic skills programs.

We understand that opinions differ within the profession on how best to structure basic skills improvement programs. However, these standards represent a convergence of thoughts on the subjects by a broad range of opinions by many thousands of professionals throughout this nation. It is intended that these standards, compiled with your own research and experience, will assist you in developing a pedagogically sound program of basic skills improvement in your schools.

In a democracy, success and survival require the possession of certain basic skills on the part of the entire population. People must be able to listen to directions and questions with full understanding; to speak clearly so that they may be understood; to read well enough to follow directions and to understand the main events of the day; to write well enough to fill out forms and applications and to communicate with others on paper; to solve the problems that life continually poses; and to compute well enough to understand such concepts as making change, gas mileage, discounts, sales tax, and so forth. People who are deficient in one or more of these areas are said to lack the basic skills no matter what their age group--preschool children, school-age students, out-of-school youth, and adults, including senior citizens. Various programs now disparately try to remedy this deficit in basic skills. The premise of Title II is that a comprehensive plan aimed at coordinating the efforts of all local, State and Federal programs, is needed. These programs must reflect the best thinking available from research and practice relative to basic skills improvement.

BASIC SKILLS DEFINED

The legislative authority for the U.S. Office of Education (USOE) basic skills effort is P.L. 95-561, Title II: Basic Skills Improvement Act. The legislation is designed to encourage Federal, State and local educational agencies with the assistance of the private sector, to utilize all available resources to improve instruction so that all children, youth, and adults are able to master the basic skills of reading, mathematics, and effective communication, both oral and written.

The Office of Education recognizes that there are other skills beyond those referred to by Congress in the Basic Skills Improvement Act which are of fundamental importance to the individual. At this time thirty-six States have defined, often by law, basic proficiency standards needed by their citizens. However, those proficiency standards usually include the basic skills listed in the Title II definition.

From December, 1977 to December, 1978, prior to the passing of Title II, the U.S. Office of Education (USOE) Steering Committee for Basic Skills Coordination, sponsored six regional workshops and a national conference to explore with administrators, teachers, parents, community leaders, and professional organizations issues relative to designing effective basic skills improvement programs.

It was repeatedly emphasized at these meetings that although standards for student performance exists widely, standards for effective basic skills improvement programs were virtually nonexistent. Repeatedly, it was emphasized that the educational community does know what program components comprise effective basic skills efforts and that these should be shared across the nation. The purpose of this booklet is to share what is known about standards for effective basic skills programs.

As a result of an invitation from USOE, four national professional organizations whose major focus is on improving one or more of the basic skills curriculum areas, submitted standards for effective basic skills programs.

1. "POSITION PAPER ON BASIC MATHEMATICAL SKILLS" (January, 1977)
   Task Force on Basic Mathematical Skills
   National Council of Supervisors of Mathematics

   The report of the Kansas City Coordinating Conference on Mathematics Issues of the National Council of Teachers of Mathematics offers additional perspectives into the development of high quality basic mathematics programs

2. STANDARDS FOR BASIC SKILLS WRITING PROGRAMS (March, 1979)
   National Council of Teachers of English

3. STANDARDS FOR EFFECTIVE ORAL COMMUNICATIONS PROGRAMS (March, 1979)
   American Speech-Language-Hearing Association
   Speech-Communication Association

4. GUIDELINES FOR THE PROFESSIONAL PREPARATION OF READING TEACHERS (May, 1978)
   Professional Standards and Ethics Committee

Shirley Jackson's article entitled "The Quest for Reading Programs That Work", published in Educational Leadership (December, 1978), identifies fifteen (15) common characteristics found in nationally validated reading programs. These fifteen characteristics obviously point to standards for the development of effective basic skills improvement programs.

The Jackson article along with "THAT ALL MAY READ"-Reading Program Assessment Scale and the Flow Chart for Program Assessment and Planning may be used as standards by program developers in assessing and planning effective reading programs.

In addition to the materials provided in this booklet, other sources of standards for developing effective basic skills programs include:

State standards of excellence for reading programs from your State Department of Education (Reading Program Director)

Proficiency standards for State from your State Department of Education (Evaluation and/or Assessment Program Director)

Back To The Basics? INFOPAC No. 13
from the National Education Association
(A position paper written by Robert C. Snider)

Other professional organizations may have developed position papers on other aspects of effective basic skills program standards. Basic skills program developers may also find these helpful.

It is hoped that this information, coupled with your own basic skills research will assist you in developing a pedagogically sound program of basic skills improvement for all of the students in your school.

Shirley A. Jackson

NATIONAL COUNCIL OF SUPERVISORS OF MATHEMATICS POSITION PAPER ON BASIC MATHEMATICAL SKILLS

INTRODUCTION

The currently popular slogan "Back to the Basics" has become a rallying cry of many who perceive a need for certain changes in education. The result is a trend that has gained considerable momentum and has initiated demands for programs and evaluations which emphasize narrowly defined skills.

Mathematics educators find themselves under considerable pressure from boards of education, legislatures, and citizens' groups who are demanding instructional programs which will guarantee acquisition of computational skills. Leaders in mathematics education have expressed a need for clarifying what are the basic skills needed by students who hope to participate successfully in adult society.

The narrow definition of basic skills which equates mathematical competence with computational ability has evolved as a result of several forces:

1. Declining scores on standardized achievement tests and college entrance examinations;
2. Reactions to the results of the National Assessment of Educational Progress;
3. Rising costs of education and increasing demands for accountability;
4. Shifting emphasis in mathematics education from curriculum content to instructional methods and alternatives;
5. Increased awareness of the need to provide remedial and compensatory programs;
6. The widespread publicity given to each of the above by the media.

This widespread publicity, in particular, has generated a call for action from governmental agencies, educational organizations, and community groups. In responding to these calls, the National Institute of Education adopted the area of basic skills as a major priority. This resulted in a Conference on Basic Mathematical Skills and Learning, held in Euclid, Ohio, in October, 1975.

The National Council of Supervisors of Mathematics (NCSM), during the 1976 Annual Meeting in Atlanta, Georgia, met in a special session to discuss the Euclid Conference Report. More than 100 members participating in that session expressed the need for a unified position on basic mathematical skills which would enable them to provide more effective leadership within their respective school systems, to give adequate rationale and direction in their tasks of implementing basic mathematics programs, and to appropriately expand the definition of basic skills. Hence, by an overwhelming majority, they mandated the NCSM to establish a task force to formulate a position on basic mathematical skills. This statement is the result of that effort.

RATIONALE FOR THE EXPANDED DEFINITION

There are many reasons why basic skills must include more than computation. The present technological society requires daily use of such skills as estimating, problem solving, interpreting data, organizing data, measuring, predicting, and applying mathematics to everyday situations. The changing needs of society, the explosion of the amount of quantitative data, and the availability of computers and calculators demand a redefining of the priorities for basic mathematics skills. In recognition of the inadequacy of computation alone, NCSM is going on record as providing both a general list of basic mathematical skills and a clarification of the need for such an expanded definition of basic skills.

Any list of basic skills must include computation. However, the role of computational skills in mathematics must be seen in the light of the contributions they make to one's ability to use mathematics in everyday living. In isolation, computational skills contribute little to one's ability to participate in mainstream society. Combined effectively with the other skill areas, they provide the learner with the basic mathematical ability needed by adults.

DEFINING BASIC SKILLS

The NCSM views basic mathematical skills as falling under ten vital areas. The ten skill areas are interrelated and many overlap with each other and with other disciplines. All are basic to pupils' development of the ability to reason effectively in varied situations.

This expanded list is presented with the conviction that mathematics education must not emphasize computational skills to the neglect of other critical areas of mathematics. The ten components of basic mathematical skills are listed below, but the order of their listing should not be interpreted as indicating either a priority of importance or a sequence for teaching and learning.

Furthermore, as society changes our ideas about which skills are basic also change. For example, today our students should learn to measure in both the customary and metric systems, but in the future the significance of the customary system will be mostly historical. There will also be increasing emphasis on when and how to use hand-held calculators and other electronic devices in mathematics.

TEN BASIC SKILL AREAS

Problem Solving

Learning to solve problems is the principal reason for studying mathematics. Problem solving is the process of applying previously acquired knowledge to new and unfamiliar situations. Solving word problems in texts is one form of problem solving, but students also should be faced with non-textbook problems. Problem-solving strategies involve posing questions, analyzing situations, translating results, illustrating results, drawing diagrams, and using trial and error. In solving problems, students need to be able to apply the rules of logic necessary to arrive at valid conclusions. They must be able to determine which facts are relevant. They should be unfearful of arriving at tentative conclusions and they must be willing to subject these conclusions to scrutiny.

Applying Mathematics to Everyday Situations

The use of mathematics is interrelated with all computation activities. Students should be encouraged to take everyday situations, translate them into mathematical expressions, solve the mathematics, and interpret the results in light of the initial situation.

Alertness to the Reasonableness of Results

Due to arithmetic errors or other mistakes, results of mathematical work are sometimes wrong. Students should learn to inspect all results and to check for reasonableness in terms of the original problem. With the increase in the use of calculating devices in society, this skill is essential.

Estimation and Approximation

Students should be able to carry out rapid approximate calculations by first rounding off numbers. They should acquire some simple techniques for estimating quantity, length, distance, weight, etc. It is also necessary to decide when a particular result is precise enough for the purpose at hand.

Appropriate Computational Skills

Students should gain facility with addition, subtraction, multiplication, and division with whole numbers and decimals. Today it must be recognized that long, complicated computations will usually be done with a calculator. Knowledge of single-digit number facts is essential and mental arithmetic is a valuable skill. Moreover, there are everyday situations which demand recognition of, and simple computation with, common fractions.

Because consumers continually deal with many situations that involve percentage, the ability to recognize and use percents should be developed and maintained.

Geometry

Students should learn the geometric concepts they will need to function effectively in the 3-dimensional world. They should have knowledge of concepts such as point, line, plane, parallel, and perpendicular. They should know basic properties of simple geometric figures, particularly those properties which relate to measurement and problem-solving skills. They also must be able to recognize similarities and differences among objects.

Measurement

As a minimum skill, students should be able to measure distance, weight, time, capacity, and temperature. Measurement of angles and calculations of simple areas and volumes are also essential. Students should be able to perform measurement in both metric and customary systems using the appropriate tools.

Reading, Interpreting, and Constructing Tables, Charts, and Graphs

Students should know how to read and draw conclusions from simple tables, maps, charts, and graphs. They should be able to condense numerical information into more manageable or meaningful terms by setting up simple tables, charts, and graphs.

Using Mathematics to Predict

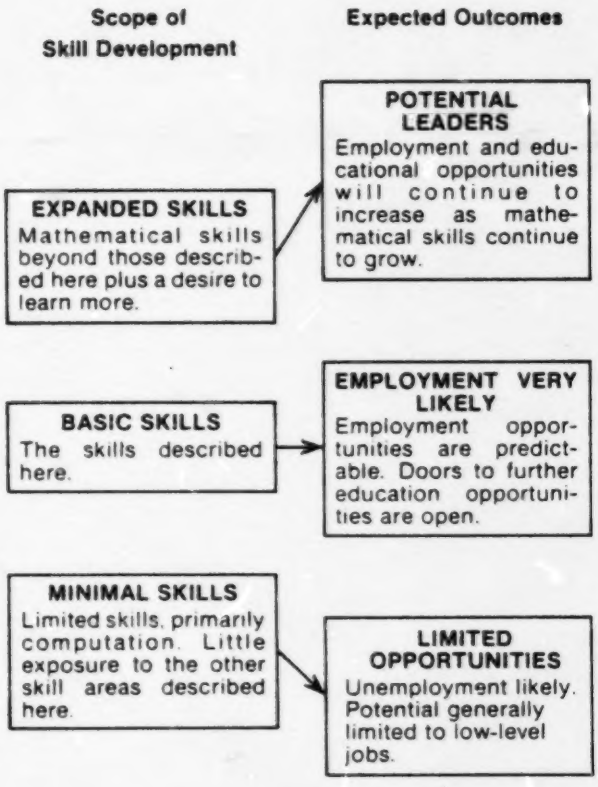
Students should learn how elementary notions of probability are used to determine the likelihood of future events. They should learn to identify situations where immediate past experience does not affect the likelihood of future events. They should become familiar with how mathematics is used to help make predictions such as election forecasts.

Computer Literacy

It is important for all citizens to understand what computers can and cannot do. Students should be aware of the many uses of computers in society, such as their use in teaching/learning, financial transactions, and information storage and retrieval. The "mystique" surrounding computers is disturbing and can put persons with no understanding of computers at a disadvantage. The increasing use of computers by government, industry, and business demands an awareness of computer uses and limitations.

BASIC SKILLS AND THE STUDENT'S FUTURE

Anyone adopting a definition of basic skills should consider the "door-opening/door-closing" implications of the list. The following diagram illustrates expected outcomes associated with various amounts of skill development.


Scope of Skill Development
Expected Outcomes
EXPANDED SKILLS
Mathematical skills beyond those described here plus a desire to learn more.
POTENTIAL LEADERS
Employment and educational opportunities will continue to increase as mathematical skills continue to grow.
BASIC SKILLS
The skills described here.
EMPLOYMENT VERY LIKELY
Employment opportunities are predictable. Doors to further education opportunities are open.
MINIMAL SKILLS
Limited skills, primarily computation. Little exposure to the other skill areas described here.
LIMITED OPPORTUNITIES
Unemployment likely. Potential generally limited to low-level jobs.

MINIMUM ESSENTIALS FOR HIGH-SCHOOL GRADUATION

Today some school boards and state legislatures are starting to mandate mastery of minimum essential skills in reading and mathematics as a requirement for high-school graduation. In the process, they should consider the potential pitfalls of doing this without an appropriate definition of "basic skills." If the mathematics requirements are set inordinately high, then a significant number of students may not be able to graduate. On the other hand, if the mathematics requirements are set too low and mathematical skills are too narrowly defined, the result could be a sterile mathematics program concentrating exclusively on learning of low-level mathematical skills. This position paper neither recommends nor condemns minimal competencies for high-school graduation. However, the ten components of basic skills stated here can serve as guidelines for state and local school systems that are considering the establishment of minimum essential graduation requirements.

DEVELOPING THE BASIC SKILLS

One individual difference among students is style or way of learning. In offering opportunities to learn the basic skills, options must be provided to meet these varying learning styles. The present "back-to-basics" movement may lead to an emphasis on drill and practice as a way to learn.

Certainly drill and practice is a viable option, but it is only one of many possible ways to bring about learning and to create interest and motivation in students. Learning centers, contracts, tutorial sessions, individual and small-group projects, games, simulations and community-based activities are some of the other options that can provide the opportunity to learn basic skills. Furthermore, to help students fully understand basic mathematical concepts, teachers should utilize the full range of activities and materials available, including objects the students can actually handle.

The learning of basic mathematical skills is a continuing process which extends through all of the years a student is in school. In particular, a tendency to emphasize computation while neglecting the other nine skill areas at the elementary level must be avoided.

EVALUATING AND REPORTING STUDENT PROGRESS

Any systematic attempt to develop basic skills must necessarily be concerned with evaluating and reporting pupil progress.

In evaluation, test results are used to judge the effectiveness of the instructional process and to make needed adjustments in the curriculum and instruction for the individual student. In general, both educators and the public have accepted and emphasized an overuse of and overconfidence in the results of standardized tests. Standardized tests yield comparisons between students and can provide a rank ordering of individuals, schools, or districts. However, standardized tests have several limitations including the following:

a. Items are not necessarily generated to measure a specific objective or instructional aim.
b. The tests measure only a sample of the content that makes up a program; certain outcomes are not measured at all.

Because they do not supply sufficient information about how much mathematics a student knows, standardized tests are not the best instruments available for reporting individual pupil growth. Other alternatives such as criterion tests or competency tests must be considered. In criterion tests, items are generated which measure the specific objectives of the program and which establish the student's level of mastery of these objectives. Competency tests are designed to determine if the individual has mastered the skills necessary for a certain purpose such as entry into the job market. There is also need for open-ended assessments such as observations, interviews, and manipulative tasks to assess skills which paper and pencil tests do not measure adequately.

Reports of pupil progress will surely be made. But, while standardized tests will probably continue to dominate the testing scene for several years, there is an urgent need to begin reporting pupil progress in other terms, such as criterion tests and competency

measures. This will also demand an immediate and extensive program of inservice education to instruct the general public on the meaning and interpretation of such data and to enable teachers to use testing as a vital part of the instructional process.

Large scale testing, whether involving all students or a random sample, can result in interpretations which have great influence on curriculum revisions and development. Test results can indicate, for example, that a particular mathematical topic is being taught at the wrong time in the student's development and that it might better be introduced later or earlier in the curriculum. Or, the results might indicate that students are confused about some topic as a result of inappropriate teaching procedures. In any case, test results should be carefully examined by educators with special skills in the area of curriculum development.

CONCLUSION

The present paper represents a preliminary attempt by the National Council of Supervisors of Mathematics to clarify and communicate its position on basic mathematical skills. The NCSM position establishes a framework within which decisions on program planning and implementation can be made. It also sets forth the underlying rationale for identifying and developing basic skills and for evaluating pupils' acquisition of these competencies. The NCSM position underscores the fundamental belief of the National Council of Supervisors of Mathematics that any effective program of basic mathematical skills must be directed not "back" but *forward* to the essential needs of adults in the present and future.

You are encouraged to make and distribute copies of this paper.

The NCSM position paper was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

NATIONAL COUNCIL OF SUPERVISORS OF MATHEMATICS
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N C S M

January, 1977

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REPORT OF THE KANSAS CITY COORDINATING CONFERENCE (KC^3)

The following concerns for consideration by the Office of Education were identified at a conference in Kansas City on October 11 and 12, 1978, involving the following persons representing the following mathematics education organizations:

Shirley Hill, President, National Council of Teachers of Mathematics

Joe Crosswhite, National Council of Teachers of Mathematics

Dorothy Strong, President, National Council of Supervisors of Mathematics

Ross Taylor, National Council of Supervisors of Mathematics

Clare Nesmith*, Association of State Supervisors of Mathematics

David Dye, Association of State Supervisors of Mathematics

Liz Williams, Facilitator, Lesley College

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*Conference Chairperson

The focus at the Office of Education is changing from concentration on reading to an emphasis on the basic skills of language and mathematics. At this time, we welcome this opportunity to provide input to the Office of Education on behalf of the mathematics education community. With the inclusion of mathematics in the Office of Education basic skills program, we feel that the Office of Education needs to establish positions for mathematics education specialists to work in its basic skills program; these positions should be filled as soon as possible.

Some Concerns of Mathematics Educators about the Process of Developing State Plans for Basic Skills

1. Mathematics, instead of just computation, should be stressed throughout the plan. All ten basic mathematical skill areas listed in the National Council of Supervisors Position Paper on Basic Mathematical Skills should be emphasized.
2. The planning process should provide for sufficient opportunity for input by teachers of mathematics. The process should explicitly call for the involvement of mathematics specialists (particularly local supervisors and state supervisors as well as teachers and college mathematics educators) in a significant way at every stage of the planning and implementation.

3. The involvement of state and local professional mathematics education organizations affiliated with the National Council of Teachers of Mathematics should be explicitly called for throughout the planning process.
4. Concern for student competency in basic skills comes from the public. Professional expertise in basic skills instruction must come from specialists in mathematics, reading and writing. Therefore, the planning process must involve representatives from both the community and the professional specialists.
5. All states must have specialists in mathematics at the state level. In addition, all teachers and school districts should have the services of mathematics specialists more directly available to them.
6. Local involvement should come early in the state planning process to insure sufficient flexibility to allow for adaptability to various local situations.
7. Differences among urban, rural and suburban settings should be sufficiently considered in the planning. In particular, there is a great difference between situations where there is an existing curriculum support structure and situations where there is none.
8. The basic skills program should build on existing support structures rather than establishing competing ones.
9. In the immediate future, mathematics will need special extra attention in the state basic skills plans because the states are moving from a reading emphasis to a basic skills emphasis which involves mathematics.
10. The plan should contain a section which focuses on teaching and learning. This section should emphasize how the planning and public relations can serve the improvement of the learning of basic skills.
11. Procedures for assessing the mathematical needs of a population should be developed and refined.
12. In situations where former state or local right-to-read directors become basic skills coordinators, special precautions will be necessary to insure that mathematics instruction receives the proper attention.
13. The basic skills plan should provide for the coordination of basic skills instruction

in various programs such as Title I, special education, community education, bilingual education and the locally funded programs. Conflicting or competing programs must be avoided.

14. Caution must be taken to insure that the emphasis on basic skills instruction does not limit opportunities for student learning in mathematics, language and the rest of the curriculum.

15. The basic skills program must be designed to bring about improved instruction in basic skills in the classrooms. It must avoid infusing another layer of bureaucracy with a possible counter-productive result.

16. Care must be taken to avoid placing an extra management burden on teachers. If the teachers are expected to do more testing and record keeping in addition to everything they are doing now, then they will have less time for instruction.

17. There must be sufficient recognition of the differences as well as the similarities in the learning of mathematics and the learning of language. For example, techniques that are successful for teaching reading do not automatically transfer to the teaching of mathematics.

18. The plan must provide a means of establishing priorities. For example, in the short range it may be necessary to concentrate efforts on immediate remediation in grades seven through twelve, but in the long run the greatest payoff may come from concentration in grades four through eight.

19. There is a need for criteria to determine whether or not a program should receive funding for instruction in basic skills. Programs that are only marginally involved in basic skills should not receive funds targeted for basic skills instruction.

Issues and Problems in the Teaching and Learning of Basic Mathematical Skills

Issues and problems in the teaching and learning of basic mathematical skills can be considered in three categories relating to students, to teachers and to institutions. We shall consider these three categories in the order of their importance, beginning with students.

Issues and Problems Concerning Students

Mathematics concept development in children should proceed from physical model to representational to abstract. Development of basic skill foundations must take this into consideration. Mathematics language development is a gradual process involving describing and recording as one goes through the various stages.

We need to amass and utilize existing information about how students can most effectively learn basic mathematics skills.

We need to develop and utilize effective means of involving parents in the process of helping their children to learn mathematics. These programs can also be designed to help parents learn mathematics.

We need to emphasize the relationship of language and mathematics. Mathematics should not consist only of numbers. The use of language in learning mathematics is critical. Furthermore, students must learn to apply mathematics to the real world and that involves interrelating language and mathematics.

We need to concern ourselves with the affective aspects of mathematics. How can we help students overcome mathematics anxiety? How can we help students to want to learn mathematics? How can we help to increase the numbers of females, of minorities, and of students from poverty backgrounds who go on to study more advanced mathematics in high school and in college? Mathematics is a critical filter which determines the range of career and higher education opportunities available to a student.

We need to provide for individual differences. We must not have different expectations for different students because of sex, race, socio-economic status or other external factors. However, we must recognize that all students do not start at the same place, nor do they have the same external support.

Mobility of students, particularly urban students, can cause problems. These problems are more severe where the programs in the schools are dramatically different and where the needs of incoming students are not adequately determined.

Problems associated with the mainstreaming of special education students into regular classes must be addressed. Both the special students and the regular students must receive

appropriate instruction in basic mathematical skills.

Basic skill development must relate concept development, skill building and problem solving. Student learning will be negatively affected if there is a failure to maintain a balance between these three components.

Issues and Problems Concerning Teachers

Of all of the factors related to successful instruction, the teacher is key. In order for a program of instruction to be successful, it must have teacher support. Therefore, it is essential that teachers be involved in program planning and development. Moreover, many of the best ideas for instruction come from creative teachers.

Teachers must be knowledgeable of the programs being taught and they must be able to relate to the students being taught. Therefore, the teachers must be provided with appropriate preservice and inservice training experiences.

There is a need for various inservice strategies for various segments of the teaching population. For example, many elementary teachers need to improve their knowledge of mathematics and how children learn mathematics. Many also need to overcome anxieties related to mathematics.

Secondary teachers usually have strong mathematics backgrounds, but they may lack skills necessary to teach basic mathematical skills to students who have not previously mastered them. With the widespread implementation of minimal competency programs, there is an urgent need to address this critical problem.

Appropriate levels and modes of staffing for effective instruction in basic skills is an issue of vital concern. We need to seek out the most cost effective organizational and staffing patterns for various subjects and various student populations. Furthermore, we must find means to insure that financial resources are made available to guarantee appropriate staffing for instruction of students with special needs in basic skills.

Teaching must not suffer because of the need for teachers to perform administrative management tasks. The use of teacher aides and of technology to lighten this burden should be explored.

Issues and Problems Concerning Institutions

There are critical curriculum research and development needs in mathematics in the area of basic skills, particularly at the secondary level. Currently, the schools are under pressure to produce competent high school graduates. To date, federal resources for basic skills have been concentrated at the elementary level--mostly in reading.

There is a need for a national clearinghouse to facilitate an exchange of information about local and state mathematics basic skills programs. We cannot afford to have everyone going out reinventing the wheel or making the same mistakes that have been made by others.

There is a need for a unified effort by all segments of the education population. This can probably be brought about internally better than externally. The key to this will be to devise strategies that convince each group that their concerns will be addressed from a stronger vantage point by combined effort. Curriculum support personnel at the state and local levels need to see themselves in a mutually reinforcing role.

The support of building and district line administrators is essential for effective instruction in basic skills.

Schools are presently in a bind between declining financial resources on the one hand and rising expectations for accountability on the other hand. At this time, there is a critical need to implement cost-effective programs of instruction in basic skills.

We need a systematic approach to skill development that does the following:

1. Identifies goals and objectives
2. Develops an evaluation strategy (including testing) that measures student achievement of these objectives
3. Develops and implements an instructional program
4. Makes changes in the program and in individual instruction as indicated necessary by the evaluation system

Existing commercially developed norm-referenced tests are not appropriate for these processes.

Some factors of concern about mathematics testing include

1. Potential cultural and sex bias
2. Issues of locus of control of testing (local, state, national)
3. The issue of secrecy that surrounds standardized testing
   (Are students being kept in the dark about what they are supposed to know?)
4. Potential curriculum stagnation as a result of testing

There should be support for mathematics programs in local communities that will serve as an extension of mathematics programs in regular schools. For example, prototypes of facilities and programs that are available through private and non-educational institutions that support reading instruction should be encouraged.

Conclusion

We believe that the concerns and ideas that we have stated here will prove useful as the Office of Education proceeds to incorporate mathematics into its basic skills program. The opportunity for representatives from the National Council of Teachers of Mathematics, the National Council of Supervisors of Mathematics and the Association of State Supervisors of Mathematics to gather and provide this input makes us optimistic for the future of the national basic skills effort and the role that mathematics will play in that effort.

We have begun to establish effective communication between the mathematics education profession and the basic skills component of the Office of Education. We shall explore how this communication can be facilitated by the officers, the committees, the publications, the meetings and the affiliated groups of the National Council of Teachers of Mathematics, the National Council of Supervisors of Mathematics and the Association of State Supervisors of Mathematics. We feel that the communication process will be greatly facilitated when the Office of Education hires specialists in mathematics education to work in its basic skills effort.

Respectfully submitted,

Ross Taylor, KC^3 Recorder

RT:il
October 16, 1978

March 1979

The National Council of Teachers of English

STANDARDS FOR BASIC SKILLS WRITING PROGRAMS

The following standards were developed by a specially selected committee of teachers, supervisors, and writing specialists for use by states and school districts establishing comprehensive literacy plans. The National Council of Teachers of English urges study of these standards as a means of determining that plans attend not only to effective practice within the classroom but also to the environment of support for writing instruction throughout the school and the community. If effective instruction in writing is to be achieved, all the standards need to be studied and provided for in shaping comprehensive literacy plans.

At a time of growing concern for the quality of writing in the society, it is important to take the most effective approaches to quality in school writing programs. These standards will help states and school districts assure that efforts to be undertaken will indeed lead to improvement.

Planners must begin with an adequate conception of what writing is. To serve this purpose, we offer the following:

Operational Definition of Writing

Writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and, often, longer units of discourse. The process requires the writer to cope with a number of variables: *method of development* (narrating, explaining, describing, reporting and persuading); *tone* (from very personal to quite formal); *form* (from a limerick to a formal letter to a long research report); *purpose* (from discovering and expressing personal feelings and values to conducting the impersonal "business" of everyday life); *possible audiences* (oneself, classmates, a teacher, "the world"). Learning to write and to write increasingly well involves developing increasing skill and sensitivity in selecting from and combining these variables to shape particular messages. It also involves learning to conform to conventions of the printed language, appropriate to the age of the writer and to the form, purpose and tone of the message.

Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping our perception of the world and our relationships to people and things in that world. Thus, writing serves both public and personal needs of students, and it warrants the full, generous and continuing effort of all teachers.

NCTE
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STANDARDS FOR BASIC SKILLS WRITING PROGRAMS

An effective basic skills program in writing has the following characteristics:

TEACHING AND LEARNING

1. There is evidence that knowledge of current theory and research in writing has been sought and applied in developing the writing program.

2. Writing instruction is a substantial and clearly identified part of an integrated English language arts curriculum.

3. Writing is called for in other subject matters across the curriculum.

4. The subject matter of writing has its richest source in the students' personal, social, and academic interests and experiences.

5. Students write in many forms (e.g., essays, notes, summaries, poems, letters, stories, reports, scripts, journals).

6. Students write for a variety of audiences (e.g., self, classmates, the community, the teacher) to learn that approaches vary as audiences vary.

7. Students write for a wide range of purposes (e.g., to inform, to persuade, to express the self, to explore, to clarify thinking).

8. Class time is devoted to all aspects of the writing process: generating ideas, drafting, revising, and editing.

9. All students receive instruction in both (a) developing and expressing ideas and (b) using the conventions of edited American English.

10. Control of the conventions of edited American English (supporting skills such as spelling, handwriting, punctuation, and grammatical usage) is developed primarily during the writing process and secondarily through related exercises.

11. Students receive constructive responses—from the teacher and from others—at various stages in the writing process.

12. Evaluation of individual writing growth:
    (a) is based on complete pieces of writing;
    (b) reflects informed judgments, first, about clarity and content and then about conventions of spelling, mechanics, and usage;
    (c) includes regular responses to individual pieces of student writing as well as periodic assessment measuring growth over a period of time.

SUPPORT

13. Teachers with major responsibility for writing instruction receive continuing education reflecting current knowledge about the teaching of writing.

14. Teachers of other subjects receive information and training in ways to make use of and respond to writing in their classes.

15. Parent and community groups are informed about the writing program and about ways in which they can support it.

16. School and class schedules provide sufficient time to assure that the writing process is thoroughly pursued.

17. Teachers and students have access to and make regular use of a wide range of resources (e.g., library services, media, teaching materials, duplicating facilities, supplies) for support of the writing program.

PROGRAM EVALUATION

18. Evaluation of the writing program focuses on pre- and post-program sampling of complete pieces of writing, utilizing a recognized procedure (e.g., holistic rating, the Diederich scale, primary trait scoring) to arrive at reliable judgments about the quality of the program.

19. Evaluation of the program might also include assessment of a sample of student attitudes; gathering of pertinent quantitative data (e.g., frequency of student writing, time devoted to writing activities); and observational data (evidence of prewriting activities, class anthologies, writing folders, and student writing displays).

STANDARDS FOR EFFECTIVE ORAL COMMUNICATION PROGRAMS

Prepared by

American Speech-Language-Hearing Association
Speech-Communication Association

Adequate oral communication frequently determines an individual's educational, social and vocational success. Yet, American education has typically neglected formal instruction in the basic skills of speaking and listening. It is important that state and local education agencies implement the most effective oral communication programs possible.

The following standards for oral communication were developed by representatives of the Speech-Communication Association and the American Speech-Language-Hearing Association.

If effective oral communication programs are going to be developed all components of the recommended standards must be considered. Implementation of these standards will facilitate development of adequate and appropriate oral communication necessary for educational, social and vocational success.

DEFINITION

Oral Communication: the process of interacting through heard and spoken messages in a variety of situations.

Effective oral communication is a learned behavior, involving the following processes:

1. Speaking in a variety of educational and social situations: Speaking involves but is not limited to arranging and producing messages through the use of voice, articulation, vocabulary, syntax and non-verbal cues (e.g., gesture, facial expression, vocal cues) appropriate to the speaker and listeners.

2. Listening in a variety of educational and social situations: Listening involves, but is not limited to hearing, perceiving, discriminating, interpreting, synthesizing, evaluating, organizing and remembering information from verbal and non-verbal messages.

BASIC ASSUMPTIONS

1. Oral communication behaviors of students can be improved through direct instruction.

2. Oral communication instruction emphasizes the interactive nature of speaking and listening.

3. Oral communication instruction addresses the everyday communication needs of students and includes emphasis on the classroom as a practical communication environment.

4. There is a wide range of communication competence among speakers of the same language.

5. Communication competence is not dependent upon use of a particular form of language.

6. A primary goal of oral communication instruction is to increase the students' repertoire and use of effective speaking and listening behaviors.

7. Oral communication programs provide instruction based on a coordinated developmental continuum of skills, preschool through adult.

8. Oral communication skills can be enhanced by using parents, supportive personnel, and appropriate instructional technology.

AN EFFECTIVE ORAL COMMUNICATION PROGRAM HAS THE FOLLOWING CHARACTERISTICS:

TEACHING/LEARNING

1. The oral communication program is based on current theory and research in speech and language development, psycholinguistics, rhetorical and communication theory, communication disorders, speech science, and related fields of study.

2. Oral communication instruction is a clearly identifiable part of the curriculum.

3. Oral communication instruction is systematically related to reading and writing instruction and to instruction in the various content areas.

4. The relevant academic, personal and social experiences of students provide core subject matter for the oral communication program.

5. Oral communication instruction provides a wide range of speaking and listening experiences, in order to develop effective communication skills appropriate to:

   a. a range of situations; e.g., informal to formal, interpersonal to mass communication.

   b. a range of purposes; e.g., informing, learning, persuading, evaluating messages, facilitating social interaction, sharing feelings, imaginative and creative expression.

   c. a range of audiences; e.g., classmates, teachers, peers, employers, family, community.

   d. a range of communication forms; e.g., conversation, group discussion, interview, drama, debate, public speaking, oral interpretation.

   e. a range of speaking styles; e.g. impromptu, extemporaneous, and reading from manuscript.

6. The oral communication program provides class time for systematic instruction in oral communication skills, e.g., critical listening, selecting, arranging and presenting messages, giving and receiving constructive feedback, non-verbal communication.

7. The oral communication program includes development of adequate and appropriate language, articulation, voice, fluency and listening skills necessary for success in educational career, and social situations through regular classroom instruction, co-curricular activities, and speech-language pathology and audiology services.

8. Oral communication program instruction encourages and provides appropriate opportunities for the reticent student (e.g., one who is excessively fearful in speaking situations) to participate more effectively in oral communication.

SUPPORT

1. Oral communication instruction is provided by individuals adequately trained in oral communication and/or communication disorders, as evidenced by appropriate certification.

2. Individuals responsible for oral communication instruction receive continuing education on theories, research and instruction relevant to communication.

3. Individuals responsible for oral communication instruction participate actively in conventions, meetings, publications, and other activities of communication professionals.

4. The oral communication program includes a system for training classroom teachers to identify and refer students who do not have adequate listening and speaking skills, or are reticent, to those qualified individuals who can best meet the needs of the student through further assessment and/or instruction.

5. Teachers in all curriculum areas receive information on appropriate methods for, a) using oral communication to facilitate instruction, and b) using the subject matter to improve students' oral communication skills.

6. Teachers in all curriculum areas receive education and training to develop effective communication environments in their classrooms.

7. Parent and community groups are informed about and provided with appropriate materials for effective involvement in the oral communication program.

8. The oral communication program is facilitated by availability and use of appropriate instructional materials, equipment and facilities.

ASSESSMENT AND EVALUATION

1. The oral communication program is based on a school-wide assessment of the speaking and listening needs of students.

2. Speaking and listening needs of students will be determined by qualified personnel utilizing appropriate evaluation tools for the skills to be assessed, and educational levels of students being assessed.

3. Evaluation of student progress in oral communication is based upon a variety of data including observations, self-evaluations, listeners' responses to messages, and formal tests.

4. Evaluation of students' oral communication encourages, rather than discourages students' desires to communicate, by emphasizing those behaviors which students can improve, thus enhancing their ability to do so.

5. Evaluation of the total oral communication program is based on achievement of acceptable levels of oral communication skill determined by continuous monitoring of student progress in speaking and listening, use of standardized and criterion-referenced tests, audience-based rating scales, and other appropriate instruments.

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GUIDELINES FOR THE PROFESSIONAL PREPARATION OF READING TEACHERS

Developed by the
Professional Standards and Ethics Committee
of the
International Reading Association
May 1978

INTRODUCTION

Reading skills are required by children and adults for success in all educational and in most social and vocational endeavors. All educators are involved in teaching or reinforcing reading skills and in promoting the uses of reading related to their fields and levels of instruction. Therefore all teachers, as well as reading personnel, should be prepared in reading education as it relates to their particular roles, as well as in specific attitudes, concepts, and skills.

Titles used for persons in Roles 1-7 vary widely; e.g., the person in Role 4 may be called reading consultant, reading coordinator, reading supervisor, or reading resource person. For this reason, attitudes, concepts, and skills in this document are related to roles rather than to titles. Furthermore, many persons in reading education are responsible for more than one role. The International Reading Association recommends that every person attain the attitudes, concepts, and skills needed for all assigned roles.

The list of attitudes, concepts, and skills is intended to provide the basis for:

- certification of reading personnel
- development of college and university programs in reading education
- approval of college and university programs in reading education
- assessment of qualifications of persons seeking employment in any of the seven roles
- self-assessment of persons in reading education
- evaluation of the performance of persons assigned to any of the seven roles

GENERAL ACADEMIC PREPARATION

All persons in reading education should have the following:

I. A bachelor's degree plus additional study and/or experience as needed to develop the attitudes, concepts, and skills itemized below.

II. Preparation in foundation courses such as developmental psychology, educational psychology, educational measurement, and learning theory.

III. Preparation as consumers and/or producers of research as appropriate for the role.

IV. Completion of a sequence of professional experiences which includes early and continuous involvement with student learners.

SPECIFIC ACADEMIC PREPARATION

Two general approaches to teacher preparation are currently in use: 1) modules based on sequences of attitudes, concepts, and skills to be attained and 2) credit hour courses. Often these approaches need to be equated. This can be done by studying course content to ascertain that all essential attitudes, concepts, and skills are dealt with in at least one course.

The terminology used here is that of the institutions of the United States. It must be adapted for those in other countries. For the purpose of this document, one semester hour is approximately 15 clock hours of instruction.

To assist those institutions and certifying agencies that use the credit hour approach, the following hours of preparation in reading education (graduate and/or undergraduate) are recommended:

Role 1 (teaching readiness and developmental reading at pre-kindergarten, kindergarten, and primary levels) 6-9 semester hours, to include preparation in the following areas: developmental reading instruction including diagnostic teaching, children's literature, language development, language arts instruction.

Role 2 (teaching developmental and content area reading beyond the primary level) 6-9 semester hours, to include preparation in the following areas: developmental reading instruction including diagnostic teaching, language arts instruction, reading in the content areas, literature for children/youth/reading-handicapped adults.

Role 3 (teaching clinical/remedial reading) 15-21 hours at the graduate level, to include the following areas: developmental reading instruction, language arts instruction, foundations of language development, diagnosis of reading difficulties, techniques of remediation of reading problems, literature for children/youth/reading-handicapped adults, reading in the content areas, a practicum in clinical/remedial instruction and supervision.

Role 4 (providing consultant service in reading instruction to school personnel) 21-27 semester hours at the graduate level, to include preparation in the following areas: developmental reading instruction, foundations of language development, language arts instruction, diagnosis of reading difficulties, techniques of remediation of reading problems, literature for children/youth/reading-handicapped adults, reading in the content areas, a practicum in clinical/remedial instruction, research in reading, leadership for instructional change, a practicum/internship in consulting and supervision.

Role 5 (directing/supervising systemwide reading programs) 27-36 semester hours at the graduate level, to include preparation in courses covering the following areas: developmental reading instruction, foundations of language development, reading in the content areas, diagnosis of reading difficulties, techniques of remediation of reading problems, literature for children/youth/reading-handicapped adults, research in reading, organizing/managing/evaluating a reading program, leadership for instructional change, curriculum development, a practicum/internship in reading program development and supervision.

Role 6 (preparing candidates for Roles 1 and 2) masters degree in reading plus a minimum of 30 credit hours with emphasis in reading including preparation and experience appropriate to courses taught.

Role 7 (preparing candidates for Roles 3, 4, 5, 6) a doctorate with emphasis in reading education including preparation and experience appropriate to courses taught.

It is further recommended that all persons entering Roles 3, 4, 5, 6, and 7 have at least three years of experience in reading or language arts as classroom teachers in an elementary or secondary school.

SPECIFIC ATTITUDES, CONCEPTS, AND SKILLS

1 Primary teaching
2 Post-primary teaching
3 Clinical/remedial
4 Consultative
5 Directive/Supervisory
6 Teacher training
7 Specialized training

A Attitudes C Concepts S Skills

More than half of these attitudes, concepts, and skills apply to all persons in reading education. Varying levels or degrees of attainment must be expected of persons in varying roles.

Certain of the capabilities listed below are cognitive (C) and can be measured through exams, papers, etc.; others are affective (A) and can be measured through extended observation and/or discussion; others are performance oriented (S) and can be adequately measured only in practicum situations.

I. Language Foundations for Reading		
A. The English language as a communication system		
1. Understands the concept of language as a symbol system for transmitting ideas, information, and feelings	C	1 2 3 4 5 6 7
2. Understands phonemic structure, morphemic structure, semantics, syntactic and intonation patterns	C	1 2 3 4 5 6 7
3. Understands the historical development and the patterns of change in the English language	C	6 7
4. Respects linguistic differences as they relate to sociocultural and economic environment	A	1 2 3 4 5 6 7
5. Understands American English dialects and usage styles	C	1 2 3 4 5 6 7
6. Understands major theories concerned with the processes of language use, especially the process of reading, and the nature of language acquisition	C	1 2 3 4 5 6 7
B. Language development		
1. Understands the principles and stages of physical, socioemotional, and intellectual development	C	1 2 3 4 5 6 7
2. Understands the importance of oral language development as a foundation for beginning reading instruction	C	1 3 4 5 6 7
3. Understands the relationship between continuous language development and readiness for reading achievement at any level	C	1 2 3 4 5 6 7
4. Helps students to develop prereading skills	S	1 3 4 5 6 7
5. Stresses language development in all instructional activities, including play and dramatic experiences	S	1 2 3 4 5 6 7
6. Provides students with experiences for developing, extending, and enriching listening, speaking, and writing skills and relating them to reading	S	1 2 3 4 5 6 7
II. Comprehension		
A. Literal and interpretive comprehension		
1. Develops a functional understanding of comprehension processes	C	1 2 3 4 5 6 7
2. Teaches the tasks of literal and interpretive comprehension	S	1 2 3 4 5 6 7
3. Teaches meaning signals given through language structure and patterns: sentence patterns, punctuation clues, paragraph structures, styles of discourse (narrative, descriptive, expository, argumentative)	S	1 2 3 4 5 6 7
4. Integrates teaching of literal and interpretive comprehension skills with the teaching of the subject matter in the content areas	S	1 2 3 4 5 6 7
5. Teaches meanings of words by developing understanding of context clues, structural clues, figurative language, idiom, and use of dictionary	S	1 2 3 4 5 6 7
6. Teaches students to apply literal and interpretative comprehension skills to materials and tasks of everyday life	S	1 2 3 4 5 6 7
B. Critical comprehension		
1. Develops a functional understanding of the nature of critical comprehension	C	1 2 3 4 5 6 7
2. Teaches students to evaluate material in terms of its recency, accuracy, adequacy, and relevancy	S	2 3 4 5 6 7
3. Teaches students to analyze the logic of statements and to understand the impact of propaganda techniques	S	2 3 4 5 6 7
4. Teaches students to distinguish between reality and fantasy, fact and opinion	S	1 2 3 4 5 6 7
5. Uses varied questioning strategies for developing thinking/reading skills	S	1 2 3 4 5 6 7
C. Reference and study skills		
1. Teaches students to set specific purposes for their reading	S	1 2 3 4 5 6 7
2. Teaches students to use the study aids in books: table of contents, glossary, index, footnotes, appendices, headings, questions	S	1 2 3 4 5 6 7
3. Teaches students to locate materials in a media center/library	S	1 2 3 4 5 6 7
4. Teaches students to prepare and use bibliographies	S	2 3 4 5 6 7
5. Teaches students to use reference materials	S	2 3 4 5 6 7
6. Teaches students to summarize, outline, take notes, and combine information from a number of sources	S	2 3 4 5 6 7
7. Teaches students to vary reading rate according to purpose for reading and difficulty of material	S	2 3 4 5 6 7
8. Teaches students to use an independent study method such as SQ3R	S	2 3 4 5 6 7
III. Word Analysis		
1. Demonstrates an understanding of the interrelatedness of word analysis skills and comprehension skills and of the limitations of word analysis in isolation	C	1 2 3 4 5 6 7
2. Understands that a variety of word analysis strategies is required to meet the needs of individual learners	C	1 2 3 4 5 6 7
3. Understands the differences in procedures for teaching word analysis among the various approaches to reading instruction	C	1 2 3 4 5 6 7

SPECIFIC ATTITUDES, CONCEPTS, AND SKILLS

A Attitudes C Concepts S Skills

1 Primary teaching
2 Post-primary teaching
3 Clinical/remedial
4 Consultative
5 Directive/Supervisory
6 Teacher training
7 Specialized training

4. Teaches a) whole-word recognition, b) phoneme-grapheme relationships, c) use of context in conjunction with other clues, d) structural analysis, e) synthesis of phonemic and structural elements, and f) dictionary usage	S	1 2 3 4 5 6 7
5. Conducts a variety of individualized and group activities to stimulate mastery of word analysis skills	S	1 2 3 4 5 6 7
IV. Enjoyment of Reading		
1. Believes that a reading program must strongly foster pleasure in the reading act as well as skill mastery	A	1 2 3 4 5 6 7
2. Sets an example for students by reading extensively for pleasure and professional growth	A	1 2 3 4 5 6 7
3. Is familiar with appropriate materials for the enjoyment reading of students at the level taught	C	1 2 3 4 5 6 7
4. Is familiar with materials designed to appeal to the reading-handicapped learner	C	1 2 3 4 5 6 7
5. Encourages maximum use of the library	S	1 2 3 4 5 6 7
6. Creates an environment that stimulates the desire to learn to read and to continue reading	S	1 2 3 4 5 6 7
7. Assesses, records, and expands students' interests in reading	S	1 2 3 4 5 6 7
8. Tells stories and reads orally in an effective manner	S	1 2 3 4 5 6 7
9. Involves students in creative experiences such as dramatics, puppetry, and choral reading which enhance the enjoyment of literature	S	1 2 3 4 5 6 7
10. Plans creative experiences in literature to develop awareness of the writer's craft	S	1 2 3 4 5 6 7
11. Directs students to books which help them meet personal needs	S	1 2 3 4 5 6 7
12. Promotes the reading of library materials related to the content areas	S	2 3 4 5 6 7
13. Arranges sharing experiences in which students stimulate each other to read for enjoyment	S	1 2 3 4 5 6 7
V. Diagnostic Teaching		
A. Diagnostic evaluation		
1. Regards diagnosis as an ongoing process, not a one-time activity	A	1 2 3 4 5 6 7
2. Uses observational techniques and administers, scores, and interprets both norm-referenced and criterion-referenced tests to assess readiness for reading instruction	S	1 3 4 5 6 7
3. Uses observational techniques and administers, scores, and interprets both norm-referenced and criterion-referenced tests to assess reading ability at each level of reading achievement	S	1 2 3 4 5 6 7
4. Uses observational techniques and administers, scores, and interprets both norm-referenced and criterion-referenced tests to assess ability in skills necessary to read content area materials	S	2 3 4 5 6 7
5. Identifies patterns of behavior which might indicate physical, social, emotional, and/or intellectual impairments that may affect the student's progress in learning to read	S	1 2 3 4 5 6 7
6. Follows the appropriate procedures to refer students to agencies and individuals for in-depth diagnosis	S	3 4 5 7
7. Understands the various methods for estimating achievement level and their limitations	C	1 2 3 4 5 6 7
8. Identifies student interests in and attitudes toward reading	S	1 2 3 4 5 6 7
9. Understands the characteristics, strengths, and weaknesses of different types of measurement devices	C	1 2 3 4 5 6 7
10. Applies principles of test construction to the design and development and/or selection and use of instruments for diagnosis	S	1 2 3 4 5 6 7
11. Develops with physicians, psychologists, counselors, speech and hearing specialists, and other specialists case studies of students who have severe reading deficiencies	S	3 4 5 7
B. Organizing school and classroom for diagnostic teaching		
1. Subscribes to the concept of diagnostic teaching as it applies to every learner	A	1 2 3 4 5 6 7
2. Understands the extent of student variability in language aptitude, experience, and skills attainment	C	1 2 3 4 5 6 7
3. Forms and uses in the classroom several types of instructional groups: power (instructional level) groups for initial instruction, flexible specific skills reinforcement groups, interest/activity groups for personalized application of skills and for enjoyment	S	1 2 3 4 5 6 7
4. Differentiates instruction as indicated by assessment of students' individual backgrounds, personal adjustment, aptitude, interests, and achievement	S	1 2 3 4 5 6 7
5. Uses a variety of materials suitable for differentiating instruction at a number of difficulty levels and for students with varying needs	S	1 2 3 4 5 6 7
6. Systematically records the results of diagnostic assessment and the progress of individual students in the several aspects of reading development	S	1 2 3 4 5 6 7
7. Modifies instruction on the basis of information in student records	S	1 2 3 4 5 6 7
8. Uses differentiated instruction in the teaching of reading in the content areas	S	2 3 4 5 6 7
9. Develops and uses games and other activities appropriate for diagnostic teaching	S	1 2 3 4 5 6 7
C. Adapting instruction to needs of students with varied linguistic backgrounds		
1. Displays a positive attitude toward the ability of all students of whatever socioeconomic, cultural and linguistic background	A	1 2 3 4 5 6 7
2. Accepts and builds upon all of the students' divergent patterns of language in the early stages of transition to the language of instruction	A	1 2 3 4 5 6 7
3. Understands the difference between oral reading errors and those miscues which are the result of speech variations related to special linguistic backgrounds	C	1 2 3 4 5 6 7
4. Adapts instructional techniques to the needs of students with divergent dialects	S	1 2 3 4 5 6 7

SPECIFIC ATTITUDES, CONCEPTS, AND SKILLS	A Attitudes C Concepts S Skills	1 Primary teaching 2 Post-primary teaching 3 Clinical/remedial 4 Consultative 5 Directive/Supervisory 6 Teacher training 7 Specialized training
D. Instruction of students with special reading needs		
1. Empathizes with reading-handicapped learners and their sensitivity to other persons' reactions to their deficiencies	A	1 2 3 4 5 6 7
2. Understands the nature and multiple causes of reading/learning disability	C	3 4 5 6 7
3. Selects and uses a variety of high interest materials and appropriate techniques for helping students with severe reading/learning difficulties	S	3 4 5 7
4. Uses appropriate techniques for teaching reading to the gifted and talented	S	3 4 5 7
5. Develops, equips, and operates special reading rooms, clinics, or other facilities to aid students with special reading needs	S	3 4 5 7
VI. Program Planning and Improvement		
A. Interaction with parents/community		
1. Understands the importance of involving administrators, teachers, parents, students, and the general public in the planning and development of a program	A	1 2 3 4 5 6 7
2. Knows the influence that social, economic, and cultural patterns have on language development	C	1 2 3 4 5 6 7
3. Obtains parental assistance in the home and in community activities which encourage student growth in reading	S	1 2 3 4 5 6 7
4. Interprets the reading/language program to the community	S	1 2 3 4 5 6 7
B. Instructional planning: curriculum and approaches		
1. Believes in superior reading instruction as a top priority in the educational system	A	1 2 3 4 5 6 7
2. Develops a program in reading that will accommodate the needs of all learners	S	1 2 3 4 5 6 7
3. Leads a community to develop a quality reading program within its financial capabilities	S	5 7
4. Values objectivity in judging differing approaches to reading instruction	A	1 2 3 4 5 6 7
5. Appreciates the concerns of content area teachers regarding problems they face in teaching reading as well as content	A	3 4 5 6 7
6. Uses techniques which interrelate skills and abilities of language development, word analysis, comprehension, flexibility of rate, study skills, and literary appreciation	S	1 2 3 4 5 6 7
7. Has broad familiarity with developmental, supplementary, nonprint, and library materials useful in teaching reading	C	1 2 3 4 5 6 7
8. Understands several instructional approaches, including group instruction in a developmental reading series, individualized self-selected reading, individualized systems-management approach, language experience approach	C	1 2 3 4 5 6 7
9. Organizes groups of students to provide the most efficient use of time available for reading instruction	S	1 2 3 4 5 6 7
10. Organizes groups of teachers in preservice and inservice education to provide the most efficient use of time for reading education	S	4 5 6 7
11. Uses processes involved in curriculum construction and revision	S	4 5 6 7
12. Plans for the integration of reading instruction with other elements of the curriculum	S	4 5 7
C. Initiating improvements		
1. Believes there are individual differences among adults just as there are among children and that this requires multiple approaches to the development of their professional growth	A	4 5 6 7
2. Is willing to counsel objectively with college students whose personality and/or ability precludes the likelihood of their success as teachers of reading	A	6 7
3. Uses a variety of professional resources in seeking solutions to instructional problems in reading and language development	S	1 2 3 4 5 6 7
4. Applies principles of adult psychology in analyzing problems of resistance to instructional change and in leading staff, either in groups or as individuals, around obstacles to progress	S	4 5 7
5. Conducts needs assessment/action research to determine program weaknesses	S	4 5 7
6. Participates in a needs assessment/action research to determine program needs	S	1 2 3 4 5 6 7
7. Works with staff to specify the objectives for a total program of reading instruction	S	4 5 7
8. Plans, conducts, and evaluates inservice programs in reading instruction	S	4 5 7
9. Conducts research in reading instruction	S	4 5 6 7
10. Plans and prepares materials such as bulletins, curriculum guides, journal articles, project analyses, and information releases	S	4 5 6 7
11. Coordinates activities of administrators, teachers, reading personnel, paraprofessionals, volunteers, and other concerned adults in operating an integrated, efficient, total reading program	S	4 5 7
12. Contributes to curriculum development, school personnel policies, and administrative policies related to reading instruction	S	1 2 3 4 5 6 7
13. Uses supervisory techniques appropriate to the task and personnel involved	S	5 7
14. Uses efficient budget procedures	S	4 5 7
15. Functions as a resource person with special knowledge of diagnostic teaching procedures	S	3 4 7
16. Uses effective procedures for evaluation of professional reading personnel	S	5 7
17. Uses effective procedures for evaluation of reading programs school or systemwide	S	4 5 7
18. Prepares statistical data	S	5 7
19. Joins and is active in organizations which stimulate professional growth	A	1 2 3 4 5 6 7

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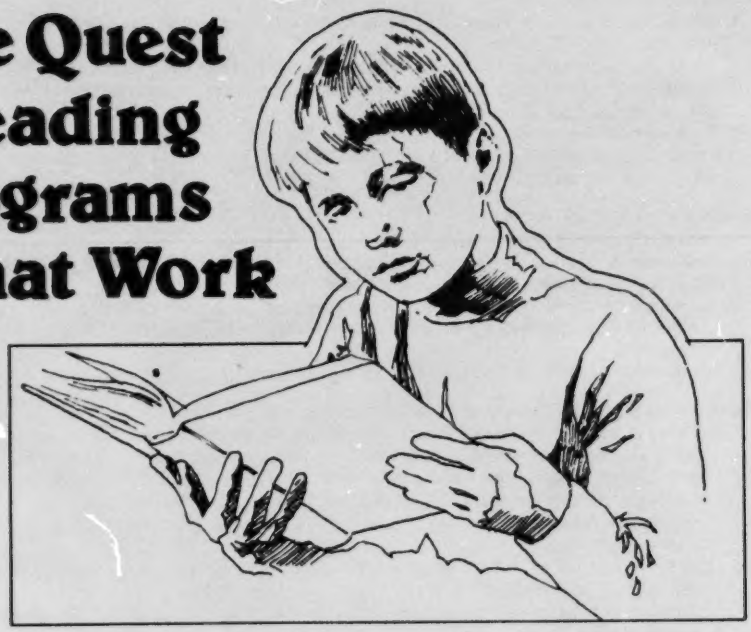
The Quest for Reading Programs That Work



Shirley A. Jackson

Successful and widely adopted reading programs have similar characteristics which apparently contribute to their effectiveness.

What makes a reading program effective? The answer is becoming clearer as we seek to identify and provide information about successful practices.

A number of proven programs are listed in a catalogue published by the United States Office of Education called *Educational Programs That Work*.[1] Each of them must have been certified by a 22-member panel (half appointed by the Education Division of the Department of Health, Education and Welfare; half appointed by the National Institute of Education) as having met six criteria:

1. Did a change occur?
2. Was the effect consistent enough and observed enough to be statistically significant?
3. Was the effect educationally significant?
4. Can the intervention be implemented in another location with a reasonable expectation of comparable impact?
5. How likely is it that the observed effects resulted from the intervention?
6. Is the presented evidence believable and interpretable?[2]

In addition to being listed in *Educational Programs That Work*, programs approved by the joint review panel qualify for dissemination funds. These funds are available on a competitive basis

[1] *Educational Programs That Work*, Volume 4. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Winter 1977.

[2] These criteria are explained in more detail in a publication called *Ideabook*. See: Kasten G. Tallmadge. *Ideabook*. Washington, D.C.: U.S. Department of Health, Education and Welfare, October 1977.

to developers of programs who are willing to help another school system "adopt" and install their program. The objective is to transplant successful programs. Dissemination funds are also competitively available to persons who work as state facilitators, helping others become aware of the successful programs, and also assisting them in adopting these programs.

When developers of a program are successful in their request for certification by the joint review panel and in their competition for dissemination funds, they then face another kind of test: will other educators consider the program appropriate for use in their schools?

Among the programs that scored well on that test—those that have been most widely adopted and successfully implemented—are:

1. *Project Catch-up*, Newport Beach, California (139 adoptions; 32 states and two territories).

2. *Pegasus-Pace*, Tuscaloosa, Alabama (80 adoptions; 9 states).

3. *Reading, English Rotation Project*, Thomson, Georgia (60 adoptions; 11 states).

4. *New Adventures in Learning*, Tallahassee, Florida (59 adoptions; 6 states).

5. *School Volunteer Development Project*, Miami, Florida (53 adoptions; 14 states and Guam).

6. *Hosts Corporation*, Vancouver, Washington (50 adoptions; 10 states).

7. *Learning to Read by Reading*, Jamestown, California (42 adoptions, 10 states).

8. *Glassboro Right to Read*, Glassboro, New Jersey (31 adoptions; 4 states).

9. *Systems Directed Reading*, Richardson, Texas (23 adoptions; 23 states).

10. *Alphaphonics*, San Francisco, California (15 adoptions; 15 states).

When one analyzes these programs, certain characteristics appear repeatedly. These characteristics, which apparently are associated with effectiveness in reading instruction, are:

1. There is a structured curriculum with hierarchical sequencing stated in behavioral objectives with instructional activities, materials, and tests keyed to stated objectives.

2. The program is individualized to accommodate specific skills needs and varied learning patterns with a heavy focus on direct teaching of decoding skills.

3. Trained auxiliary support staff is used such as reading specialists, teacher aides, and parent volunteers. Structured, well-planned coordination exists between support staff and the regular teacher.

4. Grouping of students is accomplished through multiple methods.

5. There exists the belief that students can achieve, and the school environment is the responsible entity for assuring student achievement. Varied strategies are utilized to involve parents.

6. There are varied reinforcement and frequent repetition strategies.

7. There is positive and immediate reinforcement of instruction.

". . . one thing seems certain. A successful reading program is not a static one, but one in a continuous state of change, growth, development, and refinement."

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8. There is a cumulative, consistent, varied testing program.

9. There is structured and frequent monitoring of student progress.

10. There is a well-defined program articulation and pupil progress system.

11. Reading is interrelated with other basic skills.

12. A literature/reading enjoyment component is a part of the program.

13. Varied approaches to teaching reading are utilized with emphasis on diagnostic teaching.

14. At least 30 to 45 minutes a day is spent on teaching reading.

15. Staff development is directly related to instructional program planning, implementation, and evaluation.

It may appear from what I have said that comparing effectiveness of reading programs is a fairly clear-cut process. Of course, it is really not

Figure 1: Sample Information from *Educational Projects That Work*—Project: The Glassboro Right-to-Read Project

- Description

The Glassboro Right-to-Read Project is an individualized diagnostic/prescriptive reading program based on a district assessment of staff and community needs. The performance goal is to raise the reading level of pupils 1.5 years in an eight-month instructional period. Children are placed at their instructional reading level and given individualized teaching at that level. The project uses various forms of classroom organization to allow for flexibility and individualization.

- Materials used

The diagnostic battery includes criterion-referenced testing, a measure of potential, an informal reading inventory, a readiness measure, and a kindergarten screening. A variety of instructional materials are used. The project provides *A Guide to Program Planning, A Guide to Program Implementation,* and *Guess Who's Coming to School?*—a guide to parent and community involvement.

- Service available

Awareness materials are available; visitors are welcomed by appointment (schedule published in the fall); training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid for); project staff may be able to attend out-of-state conferences (expenses must be paid).

- Descriptors

Diagnostic/Prescriptive Reading
Parent-Community Involvement
Staff Development
Needs Assessment

- Target audience

All students, pre-K through 3.

- Financial requirement

Start-up costs: $21.73 per learner per year if a reading specialist is hired; $5.73 per learner per year if a reading specialist is already under contract.

Maintenance: Reading specialist salary and/or substitute pay for release time unless otherwise provided.

- Program evaluation

First year of program implementation—2.14 years growth in an eight-month instructional period.

Second year of program implementation—1.52 years growth in an eight-month instructional period.

- Contact Dorothy E. Wriggins, Carpenter St. and Bowe Blvd., Glassboro, NJ 08028. USOE JDRP Approval: 9/18/74, JDRP Number: 74-93.

that simple. As we search for the most appropriate ways to determine how well particular programs are working, many problems and issues arise. I will mention only five.

1. Is a reading program automatically successful when almost all of its pupils are reading at or above grade level no matter what the preconditions are? Since by definition everybody cannot read at grade level, what is an acceptable measure of a program's "success?"

2. Is a reading program that is successful today necessarily considered successful in perpetuity? When is it no longer successful, and who declares it so?

3. Can a successful reading program actually be transplanted, intact, to an entirely different setting, situation, and population? How?

4. What is the relationship between socioeconomic status and growth potential? Should this relate to the criteria established for successful programs? Why or why not?

5. Is it important to emphasize program elements in the affective domain since one is unlikely to get a cognitive read-out on a "better adjusted" child? How does one definitively measure an improved self-concept? Is the focus on the affective domain a valid concern in structuring a successful reading program though most measures in these areas are imprecise and also will not translate into cognitive gains?

There may be many unanswered questions regarding how to structure successful reading programs. However, one thing seems certain. A successful reading program is not a static one, but one in a continuous state of change, growth, development, and refinement. Maybe, in light of this, there are no successful reading programs, only programs in a continuous quest for success.

"THAT ALL MAY READ" -
Reading Program Assessment Scale

INTRODUCTION

The United States Commissioner of Education asked the Right to Read Office to develop a means to systematically examine existing reading programs or proposals for developing reading programs. This request reflected the need to:

- Help communities develop reading instruction programs that meet the needs of learners within those communities
- Provide a framework for examing the development of reading programs, but leaving freedom for tailoring instruction to local needs
- Provide a basis for consistent assessment of funded programs

Used in tandem with the Right to Read Planning and Assessment Materials, the Reading Program Assessment Scale provides a local community with a useful measure of their fidelity to the planning and assessment process. Viewed within the context of the planning and assessment charts, this scale might well have been entitled, "Maintaining Our Progress: Keeping the Faith."

Assessment is a delicate matter which should be approached with the knowledge that reading programs will and should often look somewhat different from each other because they are based on the needs of learners in a specific location at a particular point in time.

READING PROGRAM ASSESSMENT SCALE

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I Planning and Management

A. The program was derived from data on:

1. Deficits in pupil's performances
2. A variety of instructional approaches and instructional techniques
3. The way pupils were grouped
4. The instructional materials
5. The support personnel
6. The physical facilities
7. Pupil's dislike toward reading
8. The existing diagnostic-prescriptive procedures
9. The extent of community involvement
10. An information control and communications component was provided and kept up-to-date for the program (e.g., the Status and Reporting Center Kit was displayed throughout the school year).

B. The following people were involved in planning.

1. Classroom teachers
2. Parents and other concerned adults
3. Principal, Director, other staff members
4. School of district reading specialists
5. Central office administration

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C. The management included:

1. A time-task allocation chart
2. An itemized budget analysis
3. Staff development in-service training

Goals and Objectives

A. A variety of interested persons had an opportunity to contribute to program goals.

1. Teachers
2. Principal/Director
3. Parents
4. The school or district reading specialist(s)
5. Pupils
6. Other staff members
7. Community members

B. A comprehensive set of goals and specific instructional objectives have been formulated.

1. Outcome statements are derived from needs assessment findings.
2. Accomplishment of performance objectives are absolutely essential to student reading score improvement.
3. Accomplishment of process objectives are absolutely essential to student reading score improvement.
4. The amount of time spent on any task in the program is directly related to the importance of its associated objectives.

High Low

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5. Projected outcomes and stated objectives adequately cover the cognitive areas essential to reading improvement (e.g., word recognition, comprehension, etc.).

6. Projected outcomes and stated objectives adequately cover the affective areas essential to reading improvement (e.g., requesting additional reading materials, increased library participation decreased absenteeism, etc.).

7. Objectives are evaluated on an interim basis (e.g., checked at designated times or intervals).

8. Projected outcomes and stated objectives adequately cover the psychomotor area (e.g., manipulative and motor skills).

III Instruction

A. The following tasks are done by the staff:

1. Screening or diagnostic survey instruments are used to locate each pupil's major strengths and weaknesses in language and reading growth.

2. Each pupil's program is designed to determine the best learning style for his difficulty, and learners are grouped differently for instruction in each skill area according to their varying levels of skill attainment and appreciation.

3. Whole class instruction is used.

4. Each pupil's attitude toward reading is gauged by observations and quizzes or assessments.

5. Assessments are made as to whether speech and reading difficulties are caused by linguistic interference from another language or dialect.

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B. The staff provides instruction addressing language and reading skills in the following ways:

1. Reading comprehension/word recognition

2. Verbal expression (written/oral)

C. The staff uses a variety of reading approaches.

1. Meaning emphasis

2. Linguistics

3. Modified alphabet

4. Language experience (building language skills from pupils' everyday experience)/ responsive environment

5. Programmed learning

6. Individualized reading

D. The staff utilizes different methods and techniques for teaching reading.

1. Programmed instruction is used.

2. Instructional TV/taped listen-and-look techniques are used.

3. Discussion groups, gaming/simulation are used.

IV Staff

A. Varying types of staff are used in support of the reading program.

1. Professional classroom personnel (credentialed).

2. The classroom teacher is assisted by a team teacher or specialist.

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3. The classroom teacher is assisted by a paraprofessional aide.

4. The classroom teacher is assisted by student aides or peer aides.

5. The program is assisted by central office administrative/supervisory personnel.

6. The program is assisted by special resource personnel (diagnostician, school psychologist, reading consultant, other specialists).

B. Staff and support services personnel have instructional competence.

1. They are aware of different linguistic approaches to reading.

2. They understand the development of early language and perceptual skills.

3. They understand the varied instructional techniques.

4. They understand the student with a special linguistic background.

5. They understand the range of student attitudes toward school.

6. They engage in joint educational planning to achieve performance objectives.

7. They participate in activities that are geared toward professional growth (e.g., conferences, meetings, university/ college classes, etc.).

High Low

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V Staff Development

The in-service education program is broadly conceived and continuously utilized.

A. The majority of the staff participated in the development of the program.

B. Outside consultants and technical assistants were used in the development of the program.

C. The in-service program is task- and needs-oriented.

D. The majority of the staff attends the in-service program activities.

VI Materials and Facilities

A. The educational setting is conducive to meeting stated objectives.

1. Space is available that is suitable for instructional and assessment activities by individuals, small groups, and large groups.

2. There is adequate lighting in classroom and study areas.

3. There are safeguards for the control of noise.

4. Services are provided to remediate the physical factors that reduce the pupil's learning potential.

B. The materials of instruction are varied and appropriate to the instructional objectives of the reading program as well as to the developmental needs of the learners.

1. Developmental reading instruction materials are used (basal and multi-level series, workbooks, tests, charts).

2. Reading games, devices and programmed aids are used.

High Low

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3. Free, independent recreative reading materials are used (classroom library books and periodicals, school library books, periodicals, newspapers, supplementary books, paperbacks, etc.).

4. Audio-visual instructional materials are used (films, filmstrips, TVs, tape recorders, radios).

5. Teacher-made reading instructional aids are used (charts, bulletin boards, worksheets, illustrations, reading stations, etc.).

6. The school library, classroom library, or multi-media center functions as an integral part of the reading instructional program, and services include materials for individualized, developmental, and remedial reading.

VII Leadership Development

A. The site administrator's knowledge and skills in leadership development for reading are being enlarged.

1. Site visits are made to known exemplary programs.

2. Special training seminars or workshops are attended.

3. Personal study is made of reading programs.

4. There is attendance at State, regional, or national reading conferences.

5. Visits within the school are made during reading instruction.

High Low

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4	3	2	1

B. The reading specialist's knowledge and skills in leadership development for reading are being enlarged.

1. Site visits are made to known exemplary programs.
2. Special training seminars or workshops are attended.
3. Personal study is made of reading programs.
4. College or university credits related to reading are being earned.
5. There is attendance at State, regional, or national reading conferences.
6. Visits within the school are made during reading instruction.
7. Materials designed to improve effectiveness in staff development in reading are prepared and/or demonstrated.

VIII Community Involvement

Parents and the general community were involved with the following activities:

A. needs assessment

B. program planning

C. program implementation

D. program evaluation

E. newsletter

F. announcements by mass media

G. special community meetings

H. parent adult classroom visitations

I. Community people were recruited as tutors or volunteer aides.

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J. Community people were involved in evaluation activities.

K. Tutors or volunteer aides assisted with reading instruction.

L. Training sessions were held for aides who work in the program.

M. Community people served as interpreters or liaisons to community groups.

IX Program Evaluation

A. Evaluation of the reading program is being carried out as an ongoing function.

1. Written evaluation results are returned to teachers on a systematic basis.

2. Teachers are provided assistance in interpreting evaluation data.

3. In the evaluation, student actual outcomes were compared with intended outcomes (objectives).

4. In the evaluation, actual teacher outcomes were compared with intended outcomes (objectives).

5. The evaluation of program process objectives compared implemented processes with intended processes.

6. The evaluation assessed the degree of both process and pre-existing variables that contributed to the program outcomes.

7. Both technical and layman evaluation reports are disseminated to their perspective audiences.

High Low

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B. Information used in evaluation of pupil progress or program effectiveness comes from a variety of sources and techniques.

   1. Classroom records are maintained for evaluation purposes.

   2. Teacher-developed tests and worksheet exercises are used.

   3. Standardized reading tests are used.

   4. Criterion-referenced tests are used.

C. Reading evaluation includes an assessment of the extent to which pupils use the skills they possess (e.g., reports are kept on the number and types of literature read, based on information from teacher, librarian, pupil and/or parent).

D. Teachers' competence in and attitudes toward reading instruction are assessed.

   1. Measures of teacher attitudes are used.

   2. Measures of teacher competence in and knowledge of the teaching of reading are used.

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* FLOW CHART FOR PROGRAM ASSESSMENT AND PLANNING

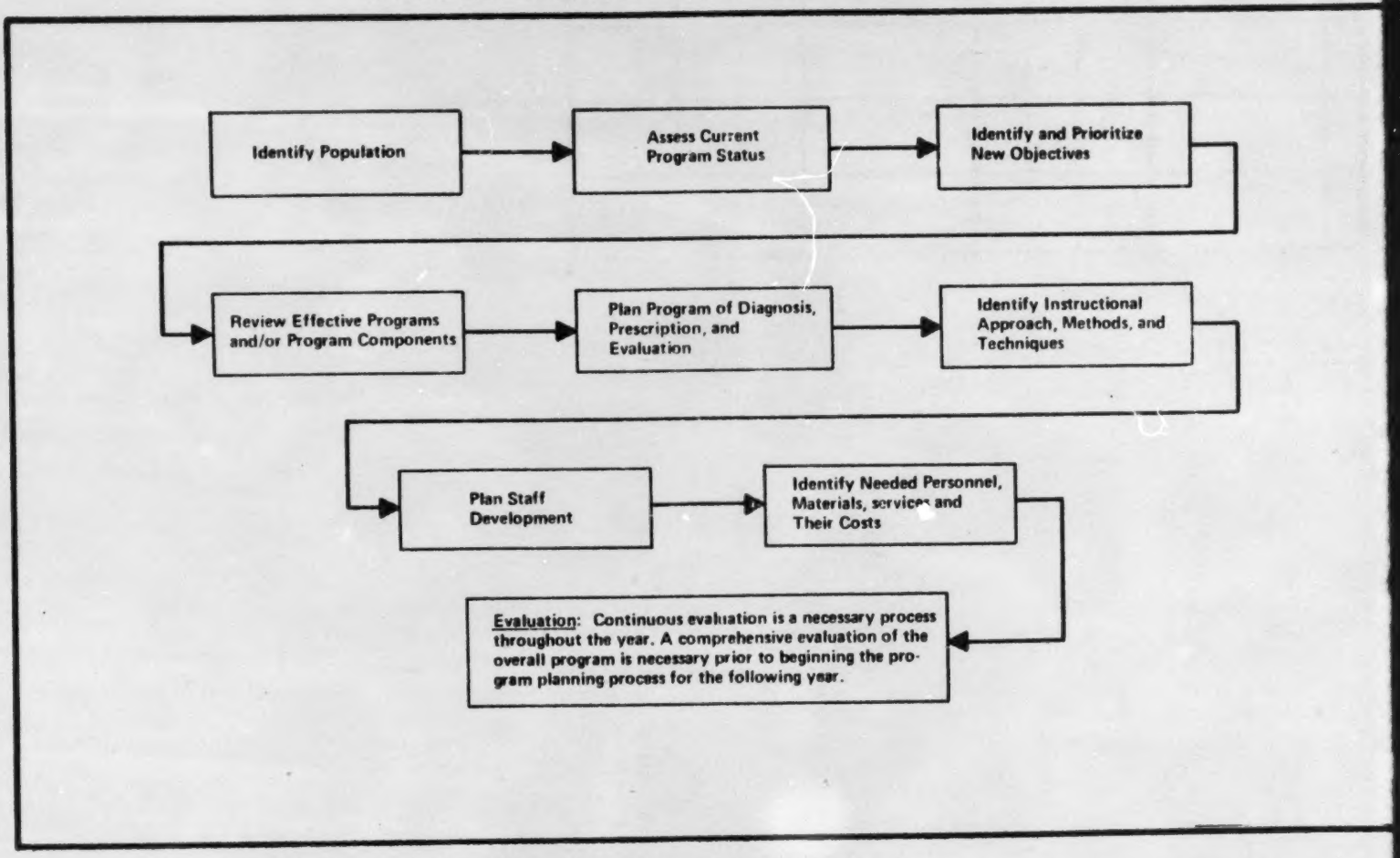
Identify Population
Assess Current Program Status
Identify and Prioritize New Objectives
Review Effective Programs and/or Program Components
Plan Program of Diagnosis, Prescription, and Evaluation
Identify Instructional Approach, Methods, and Techniques
Plan Staff Development
Identify Needed Personnel, Materials, services and Their Costs
Evaluation: Continuous evaluation is a necessary process throughout the year. A comprehensive evaluation of the overall program is necessary prior to beginning the program planning process for the following year.

*Chart from "Right to Read Assessment and Planning Handbook", U.S. Department of Health, Education, & Welfare, Office of Education

* U. S. GOVERNMENT PRINTING OFFICE : 1979--630-622/2629